DOCUMENT RESUME

ED 399 588 CS 509 332

AUTHOR Gustafson, Robert L.; Thomsen, Steven R.
TITLE From Practitioner to Professor: An Exploration of the Induction and Mentoring Processes in University Advertising and Public Relations Programs.
PUB DATE Aug 96
NOTE 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 9-13, 1996).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Advertising; *Beginning Teacher Induction; *College Faculty; Educational Research; *Faculty Development; Higher Education; Mentors; *Public Relations
IDENTIFIERS *Practitioners; Teaching Research

ABSTRACT

Induction and mentoring have been described as the processes during which new professors become integrated into the teaching profession. Both are particularly important in advertising and public relations education, where a large number of new faculty hires are former practitioners. A survey of 113 Association of Schools of Journalism and Mass Communication (ASJMC) member schools revealed that although 52% of the schools have hired former practitioners in the past 5 years, only slightly more than one-third provide any form of mentoring. Focused interviews with former practitioners turned professors indicated that mentoring programs are critical to job success and satisfaction as well as retention. Given the frequency with which former practitioners are being hired as full-time advertising and public relations professors, additional research should be conducted to explore the experiences of these individuals who are attempting to make the transition into academe. (Contains 24 references and 3 tables of data.) (Author/RS)

From Practitioner to Professor:

An Exploration of the Induction and Mentoring Processes

In University Advertising and Public Relations Programs

Robert L. Gustafson
Assistant Professor, Advertising
Department of Journalism
Ball State University
Muncie, IN 47306
317.285.8737
00rlgustafso@bsuvc.bsu.edu

Steven R. Thomsen, Ph.D.
Assistant Professor, Public Relations
Washington State University

Presented to:
Association for Education in Journalism and Mass Communication
Advertising Division, Teaching Standards
1996 Annual Conference

Abstract

Induction and mentoring have been described as the processes during which new professors become integrated into the teaching profession. Both are particularly important in advertising and public relations education, where a large number of new faculty hires are former practitioners. A survey of ASJMC member schools revealed that although 52 percent of the schools have hired former practitioners in the past five years, only slightly more than one-third provide any form of mentoring. Focused interviews with former practitioners turned professors indicate that mentoring programs are critical to job success and satisfaction as well as retention. Recommendations and suggestions for developing effective mentoring programs are discussed by the informants and presented in this paper.

Introduction

Critical to becoming a teacher and developing classroom and scholarly competencies, write Heath-Camp and Camp (1992), is the "induction" process, an evolutionary phase in which the "novice" teacher becomes "integrated into the profession of teaching" (Heath-Camp & Camp, 1992; see also Fuller, 1969; Glickman, 1981; Ruffman & Leak, 1986). Naturally, the induction process occurs in the first year or two of the new teacher's career, usually under the direction of a mentor (Shulman, 1987).

Perhaps no place should the "induction" process be of greater importance than in university advertising and public relations programs, where increasing numbers of professionals have left the "real world" to begin second careers as college professors. One study indicates that as many as 66 percent of the individuals teaching in advertising programs, for example, have made this changeover (Lancaster, Katz & Cho, 1990). The small but growing body of knowledge about their experiences indicates that many of these individuals feel they have been thrown into a foreign environment with little orientation or guidance on how to survive in a new world driven by committees, research expectations, and demanding promotion and tenure requirements (DeLong, 1984; Gustafson, 1993; Resnik & Mason, 1988).

As advertising and public relations programs look to fill the faculty vacancies projected for this decade and the early part of the next century, they may to continue to fill many of these full-time teaching slots with former corporate-side professionals and agency practitioners who can provide undergraduate students with the necessary balance between theoretical and practical training. In light of numerous ongoing discussions about the best way to strike this balance, particularly among those interested in advertising and public relations education, it seems essential that a closer examination be made into the nature and extent of induction and mentoring programs provided for practitioners turned professors (See, for example, Lancaster, Katz & Cho, 1990).

The purpose of this study is twofold: 1) to explore the extent to which mentoring programs are currently in place in programs affiliated with the Association of Schools of Journalism and Mass Communication (ASJMC), and 2) to probe and assess the mentoring and induction experiences of advertising and public relations professionals turned professors. The output of this process should facilitate the development of suggestions and guidelines to help not only professionals considering the career change, but also department chairs and college deans seeking to improve their ability to help talented, dynamic professionals make the transition into the academic world and to enhance the likelihood of the retention of these individuals through job satisfaction and tenure.

Relevant Literature

"Induction," the process by which novice teachers become integrated into their new profession, has been linked to the individual's overall satisfaction with, and success at, his or her career (Heath-Camp & Camp, 1992; Camp & Heath-Camp, 1992; Shulman, 1987; Camp & Heath-Camp, 1991).

> In the professional life of a teacher, no period is more critical to success, even to professional survival, than the induction phase. For many beginning teachers, the first year is a time of high expectations, great disappointments, important successes, and rapid learning. (Camp & Heath-Camp, 1991, p. 1)

Heath-Camp and Camp (1992) argue that the induction of beginning teachers should be a collaborative effort based on administrative support, detailed orientation, structured mentoring, professional development and inservice training, and peer group support. "The transition from novice to established teacher is too critical a process," they write, "to be left to chance. . ." (p. 4). Mentoring programs, they argue, should be supervised and frequently evaluated. They recommend that the mentors themselves be trained and de-briefed regarding the experience. Mentors, they contend should be

> supportive, nurturing, guiding persons of greater experience. Mentoring skills are not inherent in experienced teachers. Mentors should be thoroughly trained and supervised to fulfill this role and their training must be something more than a single, brief inservice workshop. Mentors also should be given release time to work with their

proteges. (p. 15)

Although the specific focus of their research is in the area of vocational education, Heath-Camp and Camp's discussion has important implications for educators in advertising and public relations, many of whom also see the process as having a strong vocational orientation.

Most "induction" research in mass communication-related fields, however, has focused on issues such as overall job satisfaction (DeLong, 1984; Larkin, 1982), job "burnout," the need for balance between theory and real experience (Lancaster, et al., 1990), and the recruiting and job search process (Hoskins, 1981; Pierce & Bennett, 1990). Little has been written specifically about mentoring programs for practitioners turned professors, particularly those who have gone directly from industry to academe, and particularly for those in the fields of advertising and public relations.

One such study, however, was conducted by Moriarty (1987), who explored advertising practitioners' experiences with their adjustment to academe. Moriarty surveyed full-time advertising professors who previously had left senior-level industry positions to come to academia. Data was collected from 25 respondents via self-administered questionnaires which utilized 12 open-ended questions. While her study, which was supported in part by the American Academy of Advertising, didn't focus on mentoring and induction issues specifically, it did provide explanations regarding the motivations for the career changes, the "lure of teaching," and current satisfaction.

Moriarty noted that the individuals in her study reported that they had received little assistance from their universities on "learning to teach." In most cases, she wrote, they had to teach themselves how to teach. In describing the responses to her survey, she explained:

> One who said that learning to teach was the most difficult part of the career change, survived this way: "I drew on the experience of others who had 'been there', plus trial and error, and a lot of effort in getting meaningful feedback from students." (p. 14)

Most of the respondents, she said, expressed surprise at what they described as their institution's disinterest in developing "good teachers." In addition, Moriarty reported that the majority of her respondents "acknowledged finding problems with either the degree requirements (Ph.D.) or the research and publications demands" (p. 20), which for these new academics, she noted, "can lead to years of distress," anxiety, and dissatisfaction with their jobs.

DeLong (1984), in his study of journalists turned professors, and Resnik and Mason (1988) in their study of business professors who had industry careers, support and corroborate, in a general sense, Moriarty's findings. Focusing on the transition process, Resnik and Mason, for example, noted that "expectations for research and publication" was cited as the primary transition difficulty by nearly 40 percent of those surveyed. Other frequently cited difficulties focused on lack of teaching inservice and learning to deal with academic democracy. DeLong (1984) explained:

> . . .[A] clear majority thought they might abandon academia and return to practice journalism. Some felt unappreciated and undervalued in a career that doesn't quite know what to do with those whose first career choice was journalism.
> These one-time media professionals may represent the hope of the future of journalism education. . . .While many seem thus committed to their new field of teaching, they are not entirely enamored of the career change they have made. (p. 17)

Method

This study was conducted in two phases. First, to assess the degree to which induction and mentoring programs are being provided for advertising and public relations practitioners turned professors, questionnaires were sent to the deans, directors, or chairs of 141 programs listed as ASJMC member schools in the AEJMC membership directory. Universities and colleges were selected for the sample based on the presence of either an advertising or public relations sequence of courses. Questionnaire items focused on the existence of a mentoring program, the manner in which it is monitored and supervised, whether a "practitioner turned professor" had been hired by the program within the past five years, and the respondent's overall perceptions of the value of mentoring programs.

In the second phase of the study, focused interviews were conducted with 25 "practitioners turned professors" who were obtained through referrals in the first phase. For the purposes of this study, a "practitioner turned professor" was considered to be an individual with five or more full-time years of work experience outside of an academic setting whose career change took him or her directly from

industry to teaching. Individuals who left industry, first obtained a terminal degree (i.e., Ph.D.), and then began an academic career were excluded from this categorization. This exclusion was due to the authors' belief that graduate school, doctoral programs in particular, are actually designed to be part of the induction process, particularly since most doctoral students teach in exchange for their assistantships.

The informants in this study averaged nearly 20 years of professional experience (19.8 years) and, at the time of the interviews, had spent an average of 3.2 years in academia. Nineteen of the informants were men and six were women. Thirteen were currently assigned to teach advertising courses and 12 public relations courses. Sixteen indicated that their professional, pre-academic work experience had been in agency settings. Four had worked for corporations, four in government organizations, and one in an educational setting. Two had earned doctorates since entering academia. Nineteen held master's degrees and four indicated that their highest degree was a bachelor's.

The semistructured interviews explored the experiences of these new professors as they made the transition into academia. In order to encourage candid comments, each of the informants was promised anonymity.

Often described as intensive, in-depth, or qualitative (Swanson, 1986), semistructured interviews allow the researcher to collect information in the respondent's own words (Swanson, 1986), to gain a thick description (Geertz, 1973), and to elicit detail (Strauss & Corbin, 1990; Lofland, 1971; Swanson, 1986) that has

been described as rich, full, earthy, holistic, "real," and capable of producing powerful analysis. Verbatim transcripts were made from each tape-recorded interview and used in the analysis, which followed the constant comparative analysis technique developed by Glaser and Strauss (1976).

Findings

Mentoring Programs

In all, the 113 useable surveys returned (an 80-percent response rate) indicated that only 40 of the programs (35 percent) currently provide mentoring programs for new professors, including practitioners turned professors. As can be seen in Table 1, 12.5 percent of the mentoring programs are conducted for one semester or less, 45 percent are conducted for two semesters or one academic year, and 42.5 percent are for more than one year. The two most frequently cited

---

Insert Table 1 and Table 2

About Here

---

objectives of these mentorship programs were "to provide personal assistance in helping the new professor acquire classroom and teaching skills" and "describe

promotion and tenure requirements" (Table 2 summarizes the most frequently cited objectives of the programs).

Formal mentoring appears to be relatively new to advertising and public relations sequences with 68.2 percent of the mentoring programs having been in place for only four years or less. In most cases, the respondents indicated that the mentors were selected from among the senior, tenured faculty. Only 7 (17.5 percent) of the 40 mentoring programs, however, debrief the participants at its completion.

Fifty-nine (52.2 percent) of the respondents indicated that their program had hired either an advertising or public relations "practitioner turned professor" in the past five years. However, of those schools that had actually hired a "practitioner turned professor," only 23 (38.9 percent) had mentoring programs and only five of those (21.7 percent) debrief the participants at its conclusion.

One section of the questionnaire contained a series of 7 statements about mentorship programs and the respondents were asked to indicate their degree of agreement or disagreement with the statements using a 5-point Likert scale. Overall, the respondents indicated they believe that mentoring programs contribute to research and teaching productivity as well as job satisfaction (See Table 3).

Insert Table 3 About Here

While there is considerable support for mentoring programs and their potential effectiveness, few departments, schools or colleges appear to have them in place. In the next section, this study explores that actual experiences of those practitioners who made the transition to academe and their feelings about the need for better mentoring and induction programs.

The Focused Interviews

The analysis of the interviews with the 25 "practitioners turned professionals" indicates that while most are satisfied in a general sense with their decision to become full-time teachers, most are dissatisfied--and even angry and frustrated--about the lack of mentoring and guidance to help them with the transition or induction process. Several themes emerged from the interviews that help to shed light on the experiences and feelings of these new professors. They will be discussed in this section.

"Crossing Over." A number of the informants made reference to, or described a process of, "crossing over" in explicating their transition from practitioner to professor. "Crossing over" implied that they were some how changing sides and even suggested they felt they were changing loyalties in their professions. "Crossing over" was used by one informant to suggest that an individual had made the complete transition and had become an "academic"--or was doing the things that made the academics, in most cases tenure and promotion committees, happy.

"Crossing over," specifically the meaning ascribed to this construct by the majority of informants, may also illuminate what they perceive as a tug-o'-war between traditional, doctorate-holding academics and practitioners coming from the "outside world" as to what the mission of higher education should be. Even those who said they might have "crossed over" suggested that they continue to see themselves as outsiders. One informant explained:

> I don't think I'll ever be an academic. My publishing efforts have been concentrated almost entirely in professional publications, I have yet to publish anything in the refereed journals, but I'm working on one just to keep the boss happy.

These feelings were confirmed by another informant:

> I feel in between. I feel. . . I understand the community, the university community, much better than I did when I got here. I understand how things work better, or how they don't work in some cases. I don't feel, truly, as an academic because I'm not extensively published. . .

A 17-year advertising agency veteran, in his fourth year as a professor, added:

> And then I began to understand what tenure was and tenure's not for me. Tenure's for the university, you know. Your research and publishing. Now some people are dedicated to it and love it and thrive on it. I'm more of a hands-on kind of person. I'd rather work with the students. I'd rather advise the Ad-Team. I'd rather get the Ad Club going. I'd like to keep ties with the local community and the professional Ad community. . .

A key to "crossing over" appears to be the development of a research agenda and success at publishing in research journals. Many of the informants expressed strong dislike for traditional research and indicated that they were surprised and

confused as they gradually came to understand it was expected of them. Teaching, they claimed was their mission. "Crossing over," they argued, meant that they would have to abandon teaching as their primary mission. An emphasis on teaching was what gave them their identity and distinction from other academics. One informant explained:

> . . .I have no desire to do a lot of the typical kinds of research that I see being written. In our case, the university doesn't even have the money to buy the publications that the faculty members are being published in. If my kind of cynicism comes across, it's real. It was explained to me that you're coming in, we're hiring you because of your experience, because of the element you can bring to the classroom. . . .Last year, for the first time, the alumni association sponsored a distinguished professor contest. The one chosen was chosen from the top five evaluations by our policy committee, based on service and students and a number of other things. The top five were voted on by students at large. I won the award for the first by, I was told, 80 percent. I got $500 for PRSSA. Some of the faculty were really pissed off at me because I set this precedent of giving back the money. . . .Maybe I'm just too naive, but I really do believe that we are here for the students. Sometimes it's not a popular view.

A comment from a 10-year veteran of public relations illustrates how the battle between teaching and research is at the heart of "crossing over":

> . . .I have found myself being the only one here at times, when no one else was here, so then I got all their problems. They were unavailable to handle their students. You are the only one here, could you help me with? I ended up covering for them. They got more publications done, and my own sense of values was that I was used to being here. They were used to closing the door and getting the hell out of here. There is a clash of values clearly. But my values continued to be, I will work in research, but I am here because of the students. . . .I can balance theory and application.

A 26-year veteran of the advertising world, now in his second year of teaching, also explained how "being there for the students" was perceived as a distinction between those who had "crossed over" and those who had not:

> And a lot of the faculty don't show up. I was told around here, don't show up on campus unless you have to teach or when you have office hours because the kids will find you. And I show up every day, cause that's the thrill. That's the reward. So that's the challenge. The kids are the challenge.

Understanding what the conceptual idea of "crossing over" means to these informants may be a key to understanding the feelings and frustrations they have about their new university careers. It may well be that a lack of mentoring has cultivated the "crossing over" feelings that seem to be so intensely embraced and sustained by so many of these practitioners turned professors.

Mentoring -- "like learning sex on the street." Nearly all of the informants interviewed for this study indicated that they had thought about teaching for many years prior to actually making the change. In the process they had made "contacts"--teaching as adjuncts, participating on advisory committees, or visiting as guest lecturers. Despite this, they indicated that they were completely unprepared for the realities of becoming a full-time professor. Most of the informants indicated that while their institutions offered new faculty orientation programs, formal mentoring did not exist, particularly at the department level. One practitioner, frustrated at having to learn things by trial and error or as he went along, explained, "It's kind of like learning sex on the street as a teenager."

Another practitioner, discussing the differences between how the business world and the academic world induct new employees, explained:

> In the telephone interview I was trying to get a handle on reporting responsibilities because that's what I'm used to. You prepare a proposal and you take it and you run the approval route with it before it even gets out of the agency. And I was trying to make a joke. I said, "I would like to believe that y'all just say here's the class we want you to teach and here's some students and here's the room you're in. We'll see you at the end of the semester. But what is it really like? How does the process go?" And I thought I was making a joke. And there was a silence on the other end of the phone for a few seconds and then finally someone said, "Well, that's pretty much what happens." That spoke volumes to me. And that's the way it turned out. . . .so I had to figure things out pretty much by myself. . .

One informant, who had left a 17-year advertising career, described the mentoring process at his university:

> They had a two-day blitz, when I first got here, for all the new faculty, and handed you a book that was about four inches thick of stuff, and, of course, that's somewhere in a box of stuff. I mean I realize the importance of it, but I don't think the commitment's there to it. . . .so in spirit they support it, but no one ever called me. The one thing they do have is a teaching effectiveness program here and it regularly invites us to . . .do things like, I just went to one on teaching portfolios. They're getting hot. Here's how you do them, and here's who's done them, and here's what they mean. It was great, you know. And so, they basically put the bait out there and I had to jump on it, make time for it.

Many of the informants suggested that their business world experiences had taught them to identify individuals in the organization who might be useful sources of information. In the absence of official mentoring, they used this savvy strategy to

develop networks of unofficial mentors. A former public relations practitioner with 22 years of experience explained:

> I tried to relate to one of the male faculty members in our department but he was about to retire and was not interested in taking on any new obligations. I used him in the most honest sense anyway because I bounced some ideas off him before I made some decisions. Some political things were happening and I asked him what he thought. Whether or not he knew he was my mentor. . .he became one for me.

Mentoring Advice. The general consensus among the informants was that formal mentoring programs should be established at the department or sequence level. Key to the establishment of the mentoring program, they said, is involvement and commitment from chairs, directors and deans. One informant explained:

> I would suggest a formal mentoring program and finding the appropriate individual and saying you guys have a mentoring relationship. Subsequently, we have hired another person from a similar background to mine and I have kind of assumed the mentor role there. So I would encourage deans and directors to make a formal connection between an experienced faculty member and a new person, particularly one coming into it for the very first time. Make it the responsibility of that experienced faculty member to oversee the transition of the new person into academic life. . . .You have a million questions and if you have someone that you can go to and someone who has been assigned the responsibility of helping you make this transition, it would really create. . .a very helpful comfort zone.

Another advertising veteran turned professor added:

> Number one, I'd make them mandatory. I'd have mandatory meetings with dates set at the beginning of the year. Mentoring, as I see it, is just one of those things that just slips and slides and it's too casual. I think it needs to be formalized. And I think people need to see it as it's part of their job and it's not. Both the mentors and those being mentored need to realize it's not something you do when you have the

time. It's something that has to happen.

A second key is the assignment of a mentor who shares the experiences of new faculty member. Practitioners who have become professors and successfully obtained tenure and promotion were recommended by the participants in this study as the ideal mentors. One informant, in his first year of college teaching, described the "ideal" mentor as:

> someone's who's not only been through the tenure and promotion experience but hopefully has taught some of the same courses you are going to be teaching and has maybe come from a similar background so that hopefully if you're a professional crossing over, your mentor is someone who has crossed over as opposed to someone who's come through the academic ranks.

What should be covered by the mentor and mentoring program? One informant said the mentor should be trained to teach the new faculty members about the "details" of academic life:

> Details. How to get things done, where to go. One of the things that I was really iffy about was grading, student evaluation systems. The best way to do a syllabus. The details of organizing a course, running a course, managing it. Writing fair exam questions. Things of that nature, the nuts and bolts of teaching.

One informant, who had recently left a 32-year career in corporate public relations, suggested that mentoring include formal inservice training for teachers:

> Some kind of session for new faculty members about teaching techniques. How to get students involved in discussion. How to teach large classes vs. small. Also advising. I was thrown into advising, and because I have so much professional experience, the students just flocked to me. And I

didn't know what the hell I was getting into.

He continued:

> I imagine that most professionals that make the transition to academe do it primarily because they want to teach. So that it seems to me being able to have a mentor and being able to talk to them on how to deal with classroom situations those first few weeks or how to structure a syllabus or . . . you know, all those questions you have when you first get there. I think that would be very valuable and not only because of the information you get from the mentor but because of your own personal motivation.

Most of the informants suggested that the mentor's most important role might be in helping the new professor understand the ropes of tenure and research--more so than teaching. A 9-year public relations veteran suggested that a good mentor might be able to take some of the mystery out of the promotion and tenure process:

> Tenure at the university is much like playing a basketball game for six years and not knowing the score. This is one of the great values of a mentor, that someone will give you some sort of accomplishment check.

Several of the informants intimated that the mentoring process should even begin in the interview stages. Many of the informants said they felt that search committees, deans and chairs did not understand how perplexing the interview process is for the "practitioner turned professor." By beginning the mentoring process in the interview stages, they suggested, these practitioners would be better prepared for the interview presentation and be sufficiently informed to ask the

appropriate questions about the expectations--both in teaching and research--for them in their new positions. The result would be a clearer understanding of their roles and responsibilities when they arrive on campus.

Finally, several of the informants felt that while most of their colleagues would not see mentoring as a burden, per se, there is, nonetheless, insufficient incentive for mentors to devote adequate time to the process. One practitioner, a 26-year advertising veteran, made the following observation:

> And one of the deterrents to mentoring is who's gonna mentor you when they all have other stuff to do. When they all have to watch out for themselves? And how much credit will they get for mentoring. Because there's this whole thing about credit. Every hour you spend on mentoring is an hour you can't spend on something you need to do to receive credit so you can keep your job.

Conclusions

Based on the findings of this two-part study, it is apparent deans, chairs, directors, and new advertising and public relations faculty believe that formal mentoring programs would help improve faculty morale, productivity, job satisfaction, and retention. However, only slightly more than one-third of the ASJMC-member programs provide mentoring of any kind to their new faculty. This should be of concern given that 52 percent of the programs surveyed had hired a "practitioner-turned-professor" to teach advertising or public relations in the past five years. It also is apparent that little has changed since Moriarty (1987) first brought this situation to the attention of the educational community 8 years ago.

It was the general consensus of those practitioners turned professionals interviewed in the second phase of this study that all advertising and public relations programs should implement a formal mentoring process that would include teacher training and inservice, greater explanation of and assistance with promotion and tenure requirements, and formal debriefing sessions with deans, directors or chairs. The informants also noted that it is incorrect to assume that former adjuncts or visiting teachers will know, or be adequately familiar with, these details. Mentoring, they suggested, should begin in the initial job interviewing process and continue through tenure. Many of the informants suggested that the best mentors would be other practitioners turned professors who had already gone through the transition and who had successfully survived tenure and promotion.

Mentoring, it appears, is a key to the induction and transition process for the former practitioners interviewed in this study. Many of those informants who said they refused to "cross over" had not been provided with any type of mentoring. Rather than experiencing an induction into academe, they chose to remain aloof and critical of traditional academics. Often the result was bitterness and resentment and a general belief that their professional experiences and abilities were undervalued in the academy.

Given the frequency with which former practitioners are being hired as full-time advertising and public relations professors, the authors contend that additional research should be conducted to explore the experiences of these individuals who are

attempting to make the transition into academe. Such research, for example, could explore the effectiveness of service or non-research tracks for these former practitioners who wish to emphasize teaching and working with students rather than research. Other studies could examine the characteristics of effective mentoring programs already in place at some institutions.

Bibliography

Camp, W. G. & Heath-Camp, B. (1992, April). A comparison of induction experiences of beginning vocational teachers with and without educational backgrounds. A paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Camp, W. G. & Heath-Camp, B. (1991, August). On becoming a teacher: 'They just gave me a key and said, good luck.' Office of Vocational and Adult Education Report, Washington, D.C.

DeLong, R. (1984). Some journalists not happy with switch to teaching career. Journalism Educator, 39 (1), 15-17.

Fedler, F. & Counts, T. (1982a). National J-faculty survey reveals likes, dislikes. Journalism Educator, 37 (3), 3-6.

Fedler, F. & Counts, T. (1982b, July). Professor's satisfaction with jobs related to academic ranks. A paper presented to the Association for Education in Journalism and Mass Communication, Athens, OH.

Fuller, F. F. (1969). Concerns of teachers: A developmental conceptualization. American Educational Research Journal, 6 (2), 207-226.

Geertz, C. (1973). The interpretation of cultures. New York: Basic Books.

Glaser, B. G. & Strauss, A. L. (1967). Discovery of grounded theory: Strategies for qualitative research. Chicago: Adeline Publishing.

Glickman, C. D. (1981). Developmental supervision: Alternative practices for helping teachers. Alexandria, VA: Glickman Association for Supervision and Curriculum Development.

Gustafson, R. (1993). From advertising to academe. American Advertising, Spring, pp. 16-18.

Heath-Camp, B. & Camp, W. G. (1992, April). A professional development program for beginning vocational teachers. A paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Heath-Camp, b. & Camp, W. G. (1989, December). Inducation detractors of beginning vocational teachers with and without teacher education. National Center for Research in Vocational Education, University of California, Berkeley.

Hoskins, B. (1981). Search for new PR instructors getting tougher. Journalism Educator, 36, January, 10-12.

Huffman, G. & Leak, S. (1986). Beginning teachers' perceptions of mentors. Journal of Teacher Education, 37 (1), 16-21.

Lancaster, K. M., Katz, H. E. & Cho, J. (1990). Advertising faculty describes theory vs. practice debate, Journalism Educator, 45 (1), 9-21.

Larkin, E. (1982). A survey of advertising faculty opinions toward their careers. In A. Fletcher (ed.), Proceedings of the American Academy of Advertising Conference, pp. 66-69.

Lofland, J. (1971). Analyzing social settings: A guide to qualitative observation analysis. Belmont, CA: Wadsworth.

Pierce, K. & Bennett, R. (1990). Interviewing potential faculty: Finding the right person. Journalism Educator, 45 (3), 60-66.

Moriarty, S. E. (1987). Professionals and professors: A study of executive career changing in Advertising Education. A paper presented at the annual meeting of the American Academy of Advertising, Las Vegas, NV.

Resnik, A. & Mason, J. B. (1988). Switching carrers between academia and industry. Business, October, pp. 30-39.

Shulman, L. S. (1987). Learning to teach. American Association of Higher Education Bulletin, November, pp. 5-9.

Strauss, A. L. & Corbin, J. (1990). Basics of qualitative research: Grounded theory procedures and techniques. Newbury Park, CA: Sage.

Swanson, J. M. (1986). The formal qualitative interview for grounded theory, In W.C. Chenitz and J.M. Swanson (Eds.), From practice to grounded theory, (pp. 66-78). Menlo Park, CA: Addison-Wesley Publishing.

Weaver, D. & Wilhoit, G. (1988): a profile of JMC educators: Traits, attitudes and values. Journlism Educator, 43 (2), 4-14.

Table 1
Existence of Mentorship Programs/Summary Information

Does your department (or college, in the case of a college of journalism, mass communication, communication, etc.) assign a "mentor" to new faculty who have no previous academic experience? (n = 113)

Yes	40	(35%)
No	73	(65%)

Duration of Mentorship Programs? (n = 40)

One Week	3	(7.5%)
One Month	0	
One Semester/Quarter	2	(5%)
Two Semesters/Quarters	8	(20%)
One Year/Three Quarters	10	(25%)
More than one year	17	(42.5%)

How Long Has Program Been In Place? (n = 38)

Less than one year	3	(7.8%)
One year	1	(2.6%)
One to two years	8	(21%)
Three to four years	14	(37.8%)
Five years or more	12	(31.6%)

Do you "debrief" the mentee and mentor at the end of the mentoring program? (n = 40)

Yes	7	(17.5%)
No	33	(82.5%)

Table 2
Reported Objectives of Mentorship Programs
(n = 40)

Objective	Frequency	Percent Selecting This Choice
To provide personal assistance in helping the new professor acquire classroom and teaching skills.	34	(85%)
To describe promotion and tenure requirements.	31	(77.5%)
To acquaint the new professor with university teaching support resources.	29	(72.5%)
To acquaint the new professor with departmental policies and procedures.	29	(72.5%)
To acquaint the new professor with the university community (location of buildings, availability of university-sponsored recreation and leisure programs).	27	(67.5%)
To acquaint the new professor with university research support services.	26	(65%)
To assist the new professor in establishing a research program.	22	(55%)
To visit the new professor's classroom and to provide a peer evaluation of his or her teaching.	20	(50%)
To acquaint the new professor with university payroll and employee benefits.	16	(40%)
To provide the new professor with a tour of the community in which the university or college is located.	13	(32.5%)

Table 3
Respondents' Attitudes Toward Mentoring Programs
(1=Strongly Disagree, 5 = Strongly Agree)
All Respondents (n = 113)

	Mean
Mentorship programs contribute to the productivity of new faculty who are making a transition from professional practice to academe.	4.19
Mentorship programs contribute to the overall job satisfaction of new faculty who are making a transition from professional practice to academe.	4.05
New faculty who are making a transition from professional practice to academe will be more productive scholar/researchers if they experience a mentorship program.	4.01
New faculty who are making a transition from professional practice to academe will be more effective teachers if they experience a mentorship program.	3.97
Being assigned as a mentor would be considered a burden for most of our faculty.	2.89
Official university new faculty orientation programs adequately explain university tenure and promotion policies.	2.69
New faculty are able to pick up information about promotion and tenure policies through informal, daily interaction with other faculty.	3.37

CS509332

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: "From Practitioner to Professor: An Exploration of the Induction & Mentoring Processes, etc."

Author(s): Robert L. Gustafson; Steven L. Thomsen *

Corporate Source:

Publication Date: AEJMC '96.

II. REPRODUCTION RELEASE: * One signature is sufficient.

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

Check here
For Level 1 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) *and* paper copy.

The sample sticker shown below will be affixed to all **Level 1** documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

The sample sticker shown below will be affixed to all **Level 2** documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2

Check here
For Level 2 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but *not* in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at **Level 1**.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here→ please

Signature: Robert L Gustafson

Printed Name/Position/Title: Robert L. Gustafson, Asst. Professor

Organization/Address: Ball State University, Dept. of Journalism, Muncie, IN 47306

Telephone: 317 285 8737

FAX: 317 285-7997

E-Mail Address: 00RLGustafson@BSUVC.BSU.EDU

Date: 10/10/96

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC/REC
2805 E. Tenth Street
Smith Research Center, 150
Indiana University
Bloomington, IN 47408

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

~~ERIC Processing and Reference Facility~~
~~1301 Piccard Drive, Suite 100~~
~~Rockville, Maryland 20850-4305~~

~~Telephone: 301-258-5500~~
~~FAX: 301-948-3695~~
~~Toll Free: 800-799-3742~~
~~e-mail: ericfac@inet.ed.gov~~